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EVALUATION SYSTEMS FOR LOCAL PROGRAMS OF VOCATIONAL-TECHNICAL EDUCATION, A FINAL REPORT OF PROJECT 701.

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THE PURPOSE OF THIS PROJECT WAS TO MAXIMIZE THE USE OF LOCAL PERSONNEL, LOCAL RESOURCES, CONSULTANT LEADERSHIP, AND RELATED PROFESSIONAL ASSISTANCE IN THE FURTHER DEVELOPMENT AND TRIAL OF A SYSTEM OF EVALUATION FOR LOCAL PROGRAMS OF VOCATIONAL EDUCATION. NINE SCHOOLS SCATTERED THROUGHOUT THE LOWER PENINSULA OF MICHIGAN AND ONE SCHOOL IN THE UPPER PENINSULA WERE SELECTED TO PARTICIPATE IN THE PROJECT. ACTIVITIES INCLUDED THE APPOINTMENT OF A DIRECTOR OF THE LOCAL EVALUATION PROJECT IN EACH SCHOOL, THE UTILIZATION OF THE STATE RESEARCH AND DEVELOPMENT STAFF AND CONSULTANTS FROM THE STATE DEPARTMENT OF EDUCATION IN AN ADVISORY CAPACITY, AND THE UTILIZATION OF WORKSHOPS, CONFERENCES, AND CONSULTATIONS AT INDIVIDUAL SCHOOLS TO DEVELOP THE EVALUATION CAPABILITY OF THE LOCAL PROJECT LEADERS, THE RESEARCH ASSOCIATES IN THE LOCAL SCHOOLS, AND THE RESEARCH ASSISTANTS ASSIGNED TO THE PROJECT LEADER. EACH SCHOOL PREPARED A PROJECT PLAN CONTAINING AIM, MEANS OF STAFF INVOLVEMENT, ACTIVITIES TO BE CONTINUED, SUBJECTS AND AREAS OF STUDY, KINDS OF RECORDS TO BE KEPT, KINDS OF CONSULTATION HELP NEEDED, AND A SCHEDULE OF ACTIVITIES. FUTURE PLANS INCLUDE PROGRESS REPORT MEETINGS, CONSULTANT VISITS TO SCHOOLS, DEVELOPMENT OF INSTRUMENTS TO DETERMINE PERCEPTIONS OF LOCAL SCHOOL PERSONNEL ABOUT THE ROLE OF CONSULTANTS, AND ASSEMBLY AND ANALYSIS OF DATA FROM THE RECORDS OF LOCAL SCHOOLS. (PS)

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EVALUATION SYSTEMS
FOR LOCAL PROGRAMS OF
VOCATIONAL-TECHNICAL
EDUCATION

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PROGRAM IN VOCATIONAL
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EVALUATION SYSTEMS
FOR LOCAL PROGRAMS OF
VOCATIONAL-TECHNICAL
EDUCATION

A FINAL REPORT OF PROJECT 701

Contract OE5-85-111

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in Vocational-Technical Education

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INTRODUCTION

The evaluation systems project for local schools within the State of Michigan is developmental in nature. It is aimed directly at the further development and trial of a system of evaluation for local programs of vocational education. It is the expressed purpose of this project to maximize the use of local personnel, local resources, consultant leadership, and related professional assistance. More specifically, the objectives of the project are as follows:

1. To further try-out and demonstrate a system for the evaluation of vocational education on the local level which originated in the Michigan Project on Evaluation of Local Programs of Vocational Education.
2. To discover and/or devise new or improved procedures for local program evaluation.
3. To establish a working environment in which learning of evaluation procedures for both local school personnel and potential leaders at state and national levels of vocational education can take place.
4. To identify and describe the role of a consultant in program evaluation.
5. To uncover situations that could be considered as potential research and development centers.

RELATIONSHIP TO RESEARCH AND DEVELOPMENT PROGRAM

The Research and Development Program in Vocational-Technical Education is based on the clinical approach. Local schools and school systems are involved as partners in the testing and try-out phases of theoretical constructs for curriculum, administrative patterns, teacher education, instructional materials development and other aspects of vocational-technical education.

The Evaluation Systems Project is one of three projects in the R & D Program which cut-across the several occupational fields in local vocational education programs. The two other projects are (1) The Shared-Time (Dual Enrollment) Concept for Implementing Area Vocational Education Programs and (2) The Rural School Project.

The Evaluation Systems Project draws upon the staff resources available from the five vocational teacher education services represented in the R & D Program: Agricultural, Home Economics, Distributive, Office and Industrial education. As the other projects in the R & D Program move into measurement and evaluation phases, the findings from the Evaluation Systems Project will be readily available for use or reference by the staff involved in those projects.

BACKGROUND

Interest in evaluation in vocational education has increased during recent years. At least three major factors have been identified as related to this increased interest: Larger dollar investments in education, strong demand by employers for highly skilled and technically trained workers, and unemployment and underemployment of a portion of the labor force. However, regardless of the reasons for the interest in evaluation, traditionally, evaluation in vocational education has seldom been approached as a staff function within the local school with concern for all of the occupational programs as an integral part of the total school program.

The 1963 Vocational Education Act contains the requirement that an evaluation be made in 1968. This, too, has been a stimulus to interest in and concern for evaluation.

The traditional federal-state-local relationships in vocational education provide a firm basis for focusing on the local school as the starting point for evaluation.

DESIGN OF THE STUDY

This project is designed in such a way as to maximize the values of local school staff and citizen involvement, to place emphasis on goals and outcomes, and to encourage the development and implementation of a system for evaluation on a permanent or continuing basis. The broad steps are indicated, but there is a provision for flexibility to

supplement and modify these steps and the general procedures so as to adapt them to different sizes and types of local schools.

The following steps constitute the general design of the project.

1. Utilize the research and development staff in an advisory capacity on the project.
2. Select 10 schools to participate in the project. Have a director or leader of the local evaluation project appointed in each of these schools. Provide partial support for one research associate for released time in each school.
3. Hold meetings in individual schools and a meeting of representatives from all prospective participating schools to:
 - a. Discuss objectives of the project
 - b. Plan for subsequent steps in getting the project underway
 - c. Begin identification of areas of concern in local school situations and of possible activities for local evaluation projects.
4. Conduct a workshop for all local directors and research associates from schools cooperating in the project. Utilize the *Manual on Evaluation of Local Programs*¹. Employ short-time consultant help for the workshop.
5. Hold conferences in each school as follow-up of the workshop: to help set local project objectives; to develop broad outlines and/or steps in each local project; and to plan for the organization of local school staff and resources for evaluation.
6. Encourage each cooperating school to conduct workshops and/or staff conferences for training of local staffs in evaluation of vocational education programs.
7. Appoint experienced vocational teachers as research assistants to serve in a consultant capacity to these cooperating schools and to assist the state project leader in related activities. Provide intern experiences for these assistants through the project that will help in developing their competencies as leaders in evaluation.
8. Utilize services of specialized consultants from the State Department of Education as needed, and to correlate with evaluation of the state program of vocational education.
9. Hold progress report meetings of local directors and research associates.
10. Assemble reports and other data from cooperating schools to determine extent to which practices have been adopted, and with what success, as well as to identify new or improved practices.
11. Analyze records and other data from cooperating schools, and conduct depth interviews to further develop and/or evaluate a generalized procedure or system.
12. Construct the role of consultant on evaluation through analysis of records kept on the evaluation project and through gathering and analysis of related data.

ACTIVITIES AND PROGRESS

SELECTION OF SCHOOLS. Ten schools were selected from an original list of 250 schools which had expressed interest in evaluation. The five criteria used to select the schools were:

Have expressed a desire to evaluate its program with a view to improving it where necessary. This criterion was applied by announcing to all schools in Michigan the availability of the *Manual on Evaluation of Local Programs*.

Have not less than 1500, nor more than 20,000 enrolled in kindergarten through 12th grade.

Have vocational education programs underway in at least three reimbursable fields.

Come from a location such as to contribute to geographical representativeness of the group of schools as a whole.

Have administrators and faculty willing to cooperate in the project by assigning a staff member as local project director or leader, and by providing him working time and local travel to direct the project.

SIZE OF SCHOOLS. The ten schools include three large schools, three medium schools and four small schools, as shown in Table 1.

¹Harold M. Byram, "Evaluation of Local Vocational Education Programs - A Manual for Administrators, Teachers and Citizens", Bureau of Research Services, East Lansing, Michigan, College of Education, Michigan State University, 81 pp., September 1965.

Table 1
SIZE OF PARTICIPATING SCHOOLS

<i>Size Classification</i>	<i>K - 12 Enrollment</i>	<i>Name of School</i>
Large	32,109	Lansing
	16,755	Waterford Township
	11,900	Benton Harbor
Medium	8,340	Alpena
	6,510	Niles
	4,700	Sault Ste. Marie
Small	2,675	Hillsdale
	2,600	Fremont
	2,460	Corunna
	2,042	Big Rapids

VOCATIONAL PROGRAMS. Each of the ten schools has vocational education programs underway in at least three reimbursable fields. Two of the ten schools have programs in five fields, as shown in Table 2.

Table 2
VOCATIONAL EDUCATION PROGRAMS IN
THE TEN PARTICIPATING SCHOOLS

<i>School</i>	<i>Business Education</i>	<i>Home Economics</i>	<i>Agricultural Education</i>	<i>Industrial Education</i>	<i>Cooperative Education</i>
Alpena	x	x	x	x	x
Benton Harbor	x	x	x	x	x
Big Rapids		x	x		x
Corunna	x	x	x		x
Fremont		x	x		x
Hillsdale		x	x	x	x
Lansing	x	x		x	x
Niles	x	x	x		x
Sault Ste. Marie		x	x	x	x
Waterford Twp.	x	x			x

GEOGRAPHICAL LOCATION. The schools are scattered throughout the lower peninsula of Michigan and one school is located in the eastern part of the upper peninsula, as shown in figure 1.

STATE DEPARTMENT OF EDUCATION ROLE. The State Department of Education consultants in vocational education have been used in advisory capacities in regard to selection of schools, and planning major activities of the project. In addition, they have been participants in the workshops and conferences held on M.S.U. campus, contributing significantly to the overall developmental goals of the project.

MATERIALS DEVELOPED. The materials previously developed and made available to the cooperating schools include the *Manual For Evaluation of Local Programs of Vocational Education*.

Also, a mimeograph, "A Suggestive Framework for Evaluation of Programs of Vocational Education In Public Schools," together with a copy of the design of the project were made available. Materials prepared and presented by speakers at the workshop also were made available to participating schools. Actually, no new instructional materials, as such, have been prepared and made available to the schools, since they were not called for in the purposes and design of the project. A brief on interviewing techniques was produced.

LEADERSHIP DEVELOPMENT ACTIVITIES. Workshops, conferences, and consultations at individual schools have been used to develop the evaluation capability of the local project leaders, the research associates in local schools, and the research assistants assigned to the project leader.

A workshop of three and one-half days was held for the local project leaders and the research associates from each of the ten schools. Program participants included three persons from schools involved in the previous evaluation project; two staff members from the State Department of Education, and 11 faculty members of Michigan State University. Attendance included 18 from the participating schools and three from the State Department of Education. A culminating activity was meetings by the three size-groups to begin development of plans for each local evaluation project.

Following this workshop, and prior to the fall progress report meeting, 17 conferences were held with local leaders in nine of these schools. The local projects were officially started at or near the

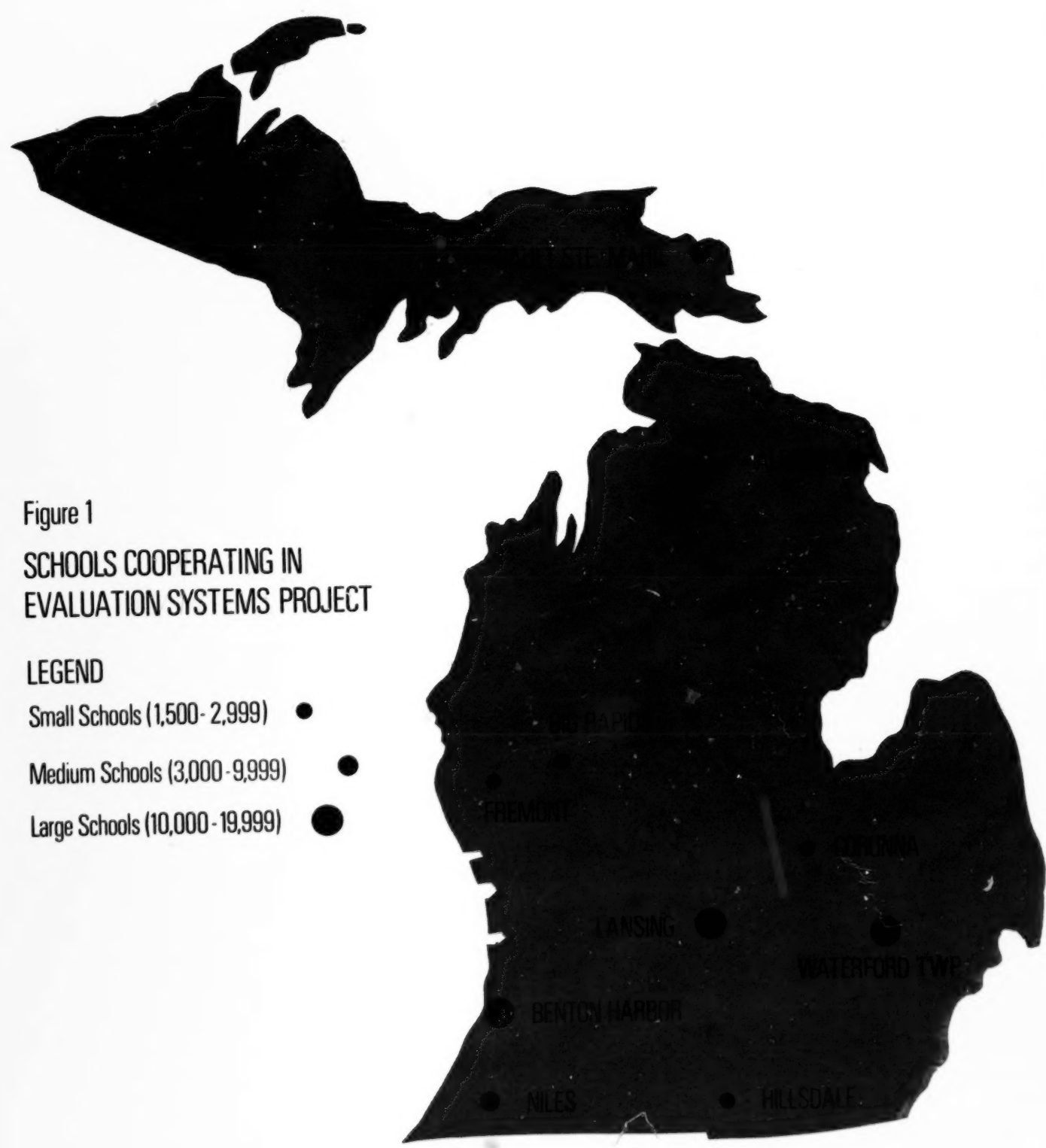


Figure 1
SCHOOLS COOPERATING IN
EVALUATION SYSTEMS PROJECT

- LEGEND
- Small Schools (1,500 - 2,999) •
 - Medium Schools (3,000 - 9,999) •
 - Large Schools (10,000 - 19,999) •

end of the academic year in eight schools. In only four schools were the project leaders on duty during the summer. Since the faculties with whom they work also were not on duty during this time, the effective dates of launching the local evaluation projects were at or near the beginning of the academic year.

One "Newsletter" of the evaluation project has been published. The purpose of the newsletter is to keep the participating schools apprised of all activities within the total project — what other schools are doing; what the project leader is doing; and, what Michigan State University is doing.

Consultant work by the project leader has been done beyond that mentioned in selecting and recruiting the schools in the project. Since the May workshop, and through November 17, consulting meetings were held with the leadership in 11 schools. Consultant meetings were held by research assistants on the project in four schools.

ACTIVITIES BY PARTICIPATING SCHOOLS.

The kind and scope of activities already initiated in each of the ten schools reflects to a certain extent the local commitment to evaluation. Each school signed a memorandum of agreement (1) setting forth the nature of its commitment and (2) acceptance of the terms of the project, and was asked to prepare a project plan containing the following elements:

General purpose or over-all aim of the project

Ways in which local staffs will be involved, including: orientation meeting, workshop or conference, and individual or group work.

Activities under way that will be continued

Kinds of things that will be studied

Kinds of records that will be kept

Kinds of consultant help needed

Flow chart or schedule of activities of the project

Plans have been received from all the schools. All schools have established a system for keeping records on the project. On October 27 the one-day progress report meeting held on campus was attended by 18 representatives from the 10 schools and one from the associated school. Excerpts from the

reports show the following activities underway or about to get underway:

Staff committees established in all schools

Advisory committees established or planned in seven schools

Follow-up of former students in six schools

Released time in two schools for teachers to contact business and industries

Program descriptions in five schools

Statements of philosophy and objectives in five schools

Study of needs and/or interviews of employers in five schools

Evaluation of physical facilities in three schools

Evaluation of vocational guidance program in two schools

Two schools are conducting in-service workshops. One of these is on a credit basis and will be the vehicle by which the evaluative activities will be carried out. Other activities represented by one school each are as follows: study of practical arts; study of general education in relation to Vocational Education; feasibility studies of a testing program, shared time, and student placement; evaluation of organizational pattern; departmental self-evaluation and faculty world-of-work newsletter. Three medium-size schools planned a joint meeting at one of the schools to study facilities and make an interim progress report.

A leader in each cooperating school is keeping a log of activities. In addition, records are being kept such as minutes of committee meetings, instruments and forms produced locally, local publicity, and records of activities conducted.

RESEARCH ASSISTANT ACTIVITIES. One of the objectives for this project is "To establish a working environment in which learning of evaluation procedures for . . . potential leaders at state and national levels of vocational education can take place." Four doctoral students have been associated with the project as Research Assistants. They have been involved in many activities such as planning conferences, helping develop evaluation instruments, reviewing the literature on evaluation and serving as consultants to the project schools. In their capacity as consultants they have worked with many of the schools, as shown in Table 3. (Note: Most of the research assistants had been on-the-job less than four months at the time this report was written.)

Table 3
CONSULTANT SERVICES PROVIDED BY
RESEARCH ASSISTANTS TO
PROJECT SCHOOLS, FALL 1966

School	Area of Specialization by Research Assistants			
	Business Education	Home Economics	Agricultural Education	Industrial Education
Alpena			x	
Benton Harbor				
Big Rapids	x	x	x	x
Corunna	x	x	x	x
Fremont				
Hillsdale	x			x
Lansing	x	x		x
Niles			x	
Sault Ste. Marie			x	
Waterford				

TENTATIVE CONCLUSIONS

A general review of the accomplishments leads to the conclusion that through the project there has been a significant start toward:

Development of local leadership capability for evaluation of local programs of vocational education.

The adaptation of a general model of involvement for evaluation to local conditions.

The development of leadership capability for potential state and national leaders in vocational education.

There are variations in the nature of the local projects and progress made in the cooperating schools, as might be expected. The kinds of help given to these schools consisted mainly of assistance in the design of the local project plans; formulation of a philosophy and objectives for the local project; suggestions on staff and advisory committees; techniques of follow-up and instrumentation; and help with local decisions regarding directions and activities. The progress report meeting of October 27 showed that all schools were enthusiastic about the project and were looking for ways of doing better their part in it.

PLANS FOR THE FUTURE

Short-range and long-range plans have been made. Several activities have already been scheduled for the immediate future.

1. Two more progress report meetings
2. Consultant visits to schools
3. Interim-report meetings for three schools
4. Development of instruments to determine perceptions of local school personnel about the role of consultants
5. Assembling and analyzing data from the records from local schools.

Long-range plans are being developed around two broad areas: (1) Further replication and try-out and (2) dissemination of information, both within the state and nation.

The Research And Evaluation reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education.

This report is one of a series of final reports pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education.

PROJECT 201

A Study of a Block-Time Schedule for Teaching Vocational Office Practices

PROJECT 301

A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education

PROJECT 501

Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs

PROJECT 601

The Development and Demonstration of Unified Vocational Education Programs in Small Rural Area High Schools

PROJECT 701

Evaluation Systems for Local Programs of Vocational-Technical Education

PROJECT 801

Hospitality Education Curriculum Development Project

CONTRACT OE5-85-111 Report

A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept

For copies of the above reports and for further information contact:

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